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**Provider Details**

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| **Organisation Name & Trading Name (If Different)** |  | **UKPRN** |  |

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| **Contact Name** |  | **Job Title** |  |

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| **Registered Office Address** |  |

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| **Telephone** |  | **Email** |  |

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| **Nacro Contact** | Chris Morgan | **Job Title** | Assistant Principal |

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| **Telephone** | 0113 2392674 07807 249427 | **Email** | christopher.morgan@nacro.org.uk |

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| **Address** | Nacro, 334 Meanwood Road, Leeds, West Yorkshire, LS7 2JF |

**Table of Contents**

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5. **PROGRAMME DESIGN AND OFFER**

**Introduction**

We intend to seek partners to deliver classroom learning to the 19+ unemployed only through this tender.

Classroom learning programmes are designed to provide unemployed adults with the necessary employability, English and maths qualifications to aid progression into sustainable employment and should be flexible, targeted interventions only. Large vocational qualifications such as NVQs or BTECs will not be funded. Providers are asked to design a suite of learning to reflect this as well demonstrate clear links and progression opportunities into employment.

Programmes are funded on a qualification-basis only.

**Eligibility and Funded Programmes**

There is a broad range of eligibility criteria associated with ASB funding and you are advised to check this in detail before finalising your final qualification offer and target cohort ([Detailed funding rules available here](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414797/Funding_Rules_v2_March_2015.pdf)).

**Group 1**

Individuals aged 19 or older who are not starting an apprenticeship, and:

* are starting GCSE English or maths, delivered through classroom learning, where they do not currently have these qualifications at grades A\* to C
* are progressing towards GCSE English or maths at grade C or above, and are starting English or maths at a level above that at which they have been assessed

**Group 2**

Individuals aged 19 or older on the day they start learning aims up to and including level 2 who need help to move into work, progress in work or remove a barrier to getting into work, and who are:

* released on temporary license (RoTL), undertaking learning outside a prison environment and not funded through OLASS
* receiving Jobseeker’s Allowance (JSA), including those receiving National Insurance credits only
* receiving Employment and Support Allowance (ESA) and are in the work-related activity group (WRAG), or
* receiving Universal Credit and mandated (required) to undertake skills training

**Group 3**

At your discretion (this relates to the learner and not the type of benefit they are receiving), individuals aged 19 or older on the day they start learning up to level 2 who:

* are unemployed
* are receiving any state benefits not listed above (including those on Universal Credit and ESA and not in the groups identified in this section)
* want to enter employment and believe skills training will help them to do so, and where you are satisfied that their learning is directly relevant to both the individual’s employment prospects and the needs of the local labour market, and the aim is delivered through classroom learning

**English & Maths**

This refers to English language and maths qualifications and units that help learners to progress towards and achieve a GCSE grade A\* to C qualification or Functional Skill up to level 2.

The suite of fully funded learning aims defined as English and maths, including those that help with progressing to GCSE, are set out in the [Qualifications Information Guide](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/403912/QIG_version_3.pdf).

Learners aged 19 and over are eligible for full funding to take GCSE English and maths (including iGCSE) if they do not currently have these qualifications at grades A\* to C, no matter what other qualifications they already hold. If a learner wants to ‘retake’ their GCSE English and maths because they did not achieve an A\* to C grade, we will not fund the learner to just resit the exam.

When designing an English or maths learning programme, you must not enrol learners on qualifications or units which are not necessary for progressing towards a GCSE.

Learners must be enrolled on a level of learning in English and maths that is beyond that to which they are assessed.

You must:

* carry out a thorough initial assessment to determine the level at which the learner is currently working so you can decide which level they will enrol onto
* carry out an appropriate diagnostic assessment to inform and structure a learner’s Learning Agreement to use as a basis for a programme of study
* deliver ongoing assessment
* record all outcomes in the Learning Agreement
* You must use up-to-date assessment tools that are based on the National Literacy and Numeracy Standards and core curriculum. The tools must:
* place a learner’s current skills levels within Ofqual-regulated levels
* be administered by suitably qualified individuals including, for the diagnostic assessment, a practitioner who will structure the learner’s programme of study

**English for Speakers of Other Languages (ESOL)**

English language skills are essential in the community and for success in the job market. Learners who are not proficient in the use of English as their first language are expected to undertake ESOL learning which improves their prospects of getting a job and enables them to progress to a GCSE grade A\* to C in English language or Functional Skill (English) at level 2.

The learning aims defined as ESOL are set out in the Qualifications Information Guide.

When designing an English learning programme, you must not enrol learners on qualifications or units which are not necessary for them to progress to a GCSE in English language or Functional Skill level 2.

The rules relating to assessment and enrolment, as set out above, apply to ESOL provision.

**Funding Model**

Full funding - we will fund in full the costs of learning in line with the qualification rates detailed in the Learning Aim Reference Service (LARS), less an agreed management charge.

Providers are asked to familiarise themselves with the additional requirements around co-funded delivery. Those able to secure funding from employers or learners would be at an advantage, however please note many learners will be fully funded due to their circumstances and will not require co-funding.

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| **Approximate Co-funded Contribution** | |
| **Employer** | **Learner** |
| **£** | **£** |
| **Source Detail** | **Source Detail** |
|  |  |

**Delivery**. 70% of the published funding rate per qualification paid monthly over the planned programme length. Delivery funding will be closely monitored in line with success and minimum standards performance. Where performance falls below targets set out below, continued delivery funding may be at risk.

**Achievement**. 20% will be paid on the production of suitable qualification achievement evidence.

**Progression**. 10% will be paid on the successful progression into employment, with the production of suitable evidence

**Payment**



*This schedule is a guide only, dates liable to change.*

**Key Performance Indicators**

Success Rates of at least 87% per qualification line.

Minimum Standards. No more than 35% of learners must fall into minimum standards.

All funding maybe suspended or ceased if performance falls below these criteria.

1. **TECHNICAL AND PROFESSIONAL ABILITY**

Answer each of the following questions in the expandable boxes, paying attention to the word limit stated use the boxes provided. Answer questions individually and do not submit promotional materials or non-relevant information.

110 points are available, with the minimum threshold being 83 to pass this stage. An additional 20 points are available for providers who can clearly demonstrate sufficient levels of co-funding.

**Evaluation Weighting**

5 High Relevance

4 Medium – High Relevance

3 Medium Relevance

2 Low – Medium Relevance

1 Low Relevance

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| **Q1. Marketing and Referral**  ***250 Word limit, 5 points available*** |
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| **Q2. Target cohort and experience providing education and skills in this context**  ***250 Word limit, 10 points available*** |
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| **Q3. Planned qualification and curriculum offer (excluding maths and English)**  ***10 points available*** | | | |
| **Title** |  | **Learning Aim Reference** |  |
| **Level** |  | **Last Date of Registration** |  |
| **Direct Claim Status** |  | **Delivery Staff Subject Specialism** |  |
| **Assessor Competency** |  | **IV Competency** |  |
|  | | | |
| **Title** |  | **Learning Aim Reference** |  |
| **Level** |  | **Last Date of Registration** |  |
| **Direct Claim Status** |  | **Delivery Staff Subject Specialism** |  |
| **Assessor Competency** |  | **IV Competency** |  |
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| **Direct Claim Status** |  | **Delivery Staff Subject Specialism** |  |
| **Assessor Competency** |  | **IV Competency** |  |
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| **Q4. Maths and English offer (Including GCSEs where applicable)**  ***250 Word limit, 10 points available*** |
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| **Q5. Information Learning Technology offer**  ***250 Word limit, 5 points available*** |
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| **Q6. Learner Support** |
| 1. **Information, Advice and Guidance**   ***200 Word limit, 5 points available*** |
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| 1. **High Needs Students Support**   ***200 Word limit, 5 points available*** |
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| 1. **ESOL, additional learning needs**   ***200 Word limit, 5 points available*** |
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| 1. **Safeguarding**   ***300 Word limit, 10 points available*** |
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| 1. **Enrichment Activities**   ***200 Word limit, 5 points available*** |
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| **Q7. Please outline your strengths in relation to effective leadership and management**  ***250 Word limit, 10 points available*** |
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| **Q10. Please outline your strengths in relation to the quality of teaching, learning and assessment**  ***250 Word limit, 10 points available*** |
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| **Q11. Please outline your strengths in relation to learners’ personal development, behaviour and welfare**  ***250 Word limit, 10 points available*** |
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| **Q12. Please outline your strengths in relation to outcomes for learners**  ***250 Word limit, 10 points available*** |
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1. **TIMETABLE**

All dates indicative only and subject to change.

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| **Action** | **Date(s)** |
| **PQQ & Tender Submission**   * Advert published and documents available through suitable channels and Nacro Partners Website * Closing date and time for receipt of PQQ’s**\*** * PQQ assessment period * Successful/unsuccessful letters issued and feedback offered   ***\*New providers must submit a full PQQ; existing providers will submit a PQQ Refresh only.*** | **Tender Opens 27/07/2015**  **Tender Closes 03/08/2015**  **Outcome Notification 12/08/2015** |
| **Tender Evaluation (Stage 3)**   * Tender evaluation period | **04/08/2015 – 11/08/2015** |
| **Contract Award Period (Stage 4)**   * Intent to award contract and unsuccessful letters sent out * Official Contract award | **12/08/2015 – 21/08/2015** |
| **Start of Contract** | **01/09/2015** |

1. **FORM OF TENDER**

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| 1. I/We confirm that my organisation wishes to be considered as a Nacro contractor, and declare that the information contained in this document is correct to the best of My/Our knowledge.  2. If My/Our application is successful in passing the tendering stages, I/We acknowledge that Nacro may accept a tender or tenders in whole or in part, or may not accept any tender whatsoever. No tenderer will be reimbursed any costs incurred in preparing or submitting a tender.  3. I/We acknowledge that this is only an invitation to tender and I/We reserve the right to withdraw My/Our organisation from the application process at any stage up to the signing of a formal subcontract agreement with Nacro.  4. I acknowledge that submission of this document does not infer a contact agreement with Nacro, nor does it guarantee that any contract will be offered in the future.  5. I/We understand that in order to consider this tender Nacro may require to discuss with me/us to ascertain how I/we can best achieve the exact needs of Nacro, as well as agreeing other matters not referred to in the ITT such as deadlines, damages for non-compliance, etc. I/We agree that such negotiations may result in the ITT being amended, deleted or added to. I/We understand that if we cannot agree on matters raised during such negotiations then Nacro shall be under no obligation to enter into a contract.  Having examined and understood your Invitation to Tender (ITT) we hereby submit a tender for the Nacro Classroom Learning services. | | | |
| **Applicant signature**  (Director or senior manager) | |  | |
| **Position** | |  | |
| **Date** |  | **Print name** |  |